



WISCONSIN EDUCATOR EFFECTIVENESS SYSTEM • EFFECTIVENESS COACHES

Background

The Effectiveness Coach is an optional district and/or building-level position providing local support for the Educator Effectiveness System. *(However, the Department of Public Instruction (DPI) required districts piloting the Wisconsin Educator Effectiveness (EE) System to designate at least one team member to fill this role.¹)* Initially, DPI intentionally refrained from defining this role to allow pilot districts to explore the kinds of support most needed in their particular contexts. Drawing upon feedback provided by pilot participants, this Information Brief outlines potential roles and responsibilities for the Effectiveness Coach within the Wisconsin EE System.

Effectiveness Coach Roles and Potential Responsibilities

DPI maintains that the definition of this role remain flexible in order to maximize its utility in the wide variety of contexts found in school districts across Wisconsin. Instead of providing specific requirements or guidelines, DPI has drawn upon feedback from pilot participants to outline potential roles and responsibilities for the Effectiveness Coach. Examples include (but are not limited to):

Support...

- the implementation of the EE process by participating in Effectiveness Cycle planning, scheduling, and coordination;
- educators' understanding of the State model of practice (Danielson *Framework for Teaching*, and Wisconsin Framework for School Leadership) and completion of their self-assessment forms;
- educators' identification, understanding, and analysis of data, as well as the identification of target student populations, evidence sources, and appropriately rigorous SLO goals;
- educators' completion of their Educator Effectiveness Plans;
- the development of trusting relationships and collaborative conversations between educators and observers by serving as a sounding board and liaison;
- educators' collection of appropriate data, monitoring of progress, and adjustments of instructional strategies to align to findings;
- observers and educators in determining necessary mid-year instructional and goal adjustments based on collected evidence; and
- educators' appropriate and effective use of Summary Year data to inform future goals and professional learning.

Participate in...

- Evaluation conference discussions to support dialogue regarding data, appropriately rigorous goals, observations of practice, and ongoing, aligned professional learning;
- Observations of practice to provide formative feedback to educators and to increase the collection of evidence in order to address capacity concerns of evaluators; and

¹ "Peer mentor" was the original name for the Effectiveness Coach. The name has been changed to better reflect the wider range of support this role may provide.



- Observations of practice through mini-observations and announced observations as an evaluator, provided they hold an active administrative license and have completed the certification assessment within Teachscape *Focus*.

Key Findings from the Developmental Pilot

The external evaluation of the Developmental Pilot (2012-13) presented several issues to consider when designing Effectiveness Coach roles. These include the following:

- In pilot districts with quality implementation, districts realized that an implementation coordinator was needed. They utilized the Effectiveness Coach for initial support and coordination of the EE processes. Once the process became routine within the district, the Effectiveness Coach then could return to instructional coaching and support.
- Effectiveness Coaches must have adequate time and resources (e.g., training and access to data) to effectively carry out their support functions.
- Effectiveness Coaches had more success working with educators when they had content knowledge relative to the educator's role, data and assessment literacy, and familiarity with SMART goal processes.
- Curriculum Coordinators were well suited for the roll.

DPI will continue to refine recommendations regarding the role of Effectiveness Coach as more information becomes available in the Full Pilot (2013-14) external evaluation.

[Updated June 2014]